

PO Box 687

Hampton, South Carolina

Grades 4-6 Elementary School

Enrollment 432 Students

PrincipalEric D. Robinson803-943-3251SuperintendentDouglas E. McTeer, Jr.803-943-4576Board ChairMrs.Hannah B. Priester803-943-4621

2009 REPORT CARD

RATINGS OVER 5-YEAR PERIOD

ABSOLUTE RATING	GROWTH RATING
Below Average	Average
Below Average	Average
Below Average	At-Risk
Average	Good
Average	Good
	Below Average Below Average Below Average Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov http://www.eoc.sc.gov

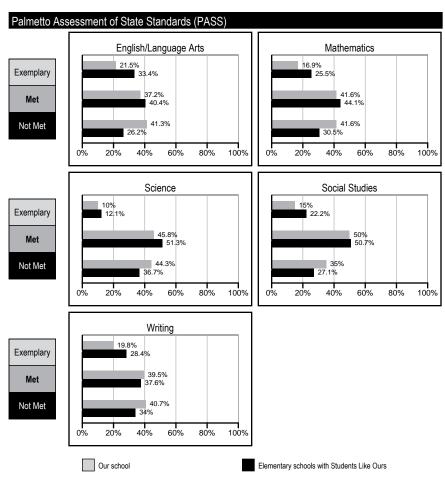
Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

96.1%

Excellent	Good	Average	Below Average	At-Risk						
1	14	92	12	0						

^{*} Ratings are calculated with data available by 06/01/2010.



^{*} Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms								
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.							
Met	"Met" means the student met the grade level standard.							
Not Met	"Not Met" means that the student did not meet the grade level standard.							

School Profile

Students (n=432)	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 0.7%	2.4%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	8.8%	Down from 9.0%	8.5%	10.0%
With disabilities other than speech	11.1%	Up from 9.2%	9.2%	7.7%
Older than usual for grade	3.2%	Up from 3.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	64.3%	Up from 58.6%	59.7%	59.4%
Continuing contract teachers	100.0%	Up from 82.8%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 91.7%	86.4%	85.9%
Teacher attendance rate	92.3%	Down from 94.6%	95.0%	95.1%
Average teacher salary*	\$47,350	Up 5.9%	\$47,322	\$47,149
Professional development days/teacher	8.3 days	Down from 12.5 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 91.8%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,450	Up 3.6%	\$7,357	\$7,458
Percent of expenditures for instruction**	65.9%	Down from 68.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.1%	Down from 64.9%	61.2%	63.2%

^{*} Includes current year teachers contracted for 185 or more days.

^{**} Prior year audited financial data are reported.

Hampton Elementary 06/01/10-2501006

Report of Principal and School Improvement Council

Collaboration between parents and teachers has made the 2008-2009 school year very productive at Hampton Elementary School. As with every school year, our goal is to challenge all students academically, while providing a safe and nurturing environment. This goal can only be achieved because of the committed faculty and staff of Hampton Elementary.

All Hampton Elementary teachers are highly-qualified, and the staff includes several teachers who have or are currently pursing National Board Certification. The staff is also fortunate to have a teacher with a Ph.D. and several others pursing doctoral degrees. Hampton Elementary teachers provide diverse differentiated instruction to address the diverse learning styles of students. New to our school this year was the addition of a reading interventionist. This teacher works with small groups of students on a daily basis to improve reading and writing skills. Teachers also make use of information obtained from fall and spring results from the Measurement of Academic Progress (MAP) testing. The information is used to tailor classroom curriculums to specifically fit the needs of individual students.

Technology has also been improved over this past year with the addition of new computers to our media center and labs. Currently, twelve classrooms have either interactive Smart or Promethean Boards. With the use of this technology, student achievement has increased by giving children active hands on learning experiences. Students also had learning experiences on educational trips to various museums, and the 5th grade once again traveled on a two-day overnight trip to the Barrier Islands off the coast of Charleston. SC.

Hampton Elementary students continued to have opportunities to excel in the arts. Students in 6th grade ELA classes presented a production of Aladdin, while a drum and percussion ensemble was created for 4th grade students. Students from various grades participated with HES Dance Team. The dance team performed at numerous events and venues around our community. In the area of creative writing, our students were fortunate enough have an author of children's books to visit classrooms several times throughout the year. During those visits, students learned various techniques on how to improve their writing and were given tips on how to become a published author.

As this school year comes to an end, the entire Hampton Elementary faculty would like to thank the parents and community for your continued support. We hope our partnerships will continue to grow in the future.

Eric D. Robinson, Principal Brandy Peeples, SIC Chair

Evaluations by Teachers, Students and Parents									
	Teachers	Students*	Parents*						
Number of surveys returned	26	139	74						
Percent satisfied with learning environment	88.5%	69.8%	78.1%						
Percent satisfied with social and physical environment	80.8%	70.8%	77.0%						
Percent satisfied with school-home relations	53.8%	76.1%	70.8%						

^{*} Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School	Improvement Key
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
Kh	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

^{*} Or greater than last year

Hampton Elementary								06/	01/10-2	501006
PASS Performance By	y Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Langu	uage Art	ts - Stat	e Perfor	mance	Objectiv	e = 58.	8% (Me	t or Exe	mplary)	
All Students	423	99.8	41.3	37.2	21.5	72.9	77.7	82.8	Yes	Yes
Gender										
Male	238	100	45.7	37.4	17	67.4	73.7	79.3	N/A	N/A
Female	185	99.5	35.8	36.9	27.4	79.9	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	207	100	39.2	34.2	26.6	72.9	80.2	89.5	Yes	Yes
Africian American	210	99.5	43.6	40.7	15.7	72.5	75.6	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	57	100	75	23.2	1.8	30.4	36.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	293	99.7	46.1	38.9	15	70	73.7	75.5	Yes	Yes
N.A. (1	' O		r	01:		7 00/ /	' Variable	. ,		
Mathema									T	
All Students	423	99.8	41.6	41.6	16.9	67.7	72	78.9	Yes	Yes
Gender										
Male	238	100	47.4	36.5	16.1	63	68.7	77	N/A	N/A
Female	185	99.5	34.1	48	17.9	73.7	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	207	100	34.2	45.7	20.1	72.9	78.3	87.2	Yes	Yes
Africian American	210	99.5	49.5	38.7	11.8	62.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76 79.5	I/S I/S	I/S I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	1/5	1/5
Disability Status	F.7	400	00.4	40.4	0.0	20.0	07.7	45.5	N	
Disabled	57	100	80.4	16.1	3.6	33.9	37.7	45.5	No	Yes
Migrant Status	A1/A	NUAN	NI/A	NI/A	NI/A	N1/A	NI/A	75.7	N1/A	NIVA
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency		1/2	1/0	1/0	1/2	1/0	05.7	70.4	1/0	1/2
Limited English Proficient Socio-Economic Status	4	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S

^{*} Adjusted to account for natural variation in performance.

Subsized meals

293 99.7 48.9 40.4 10.7 61.4 65.8 70.2 Yes Yes

Hampton Elementary 06/01/10-2501006									
PASS Performance By	Group								
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	
			Scien	ce					
All Students	281	100	44.3	45.8	10	55.7	60.4	67.5	
Gender									
Male	155	100	46.3	43.6	10.1	53.7	60.6	67	
Female	126	100	41.8	48.4	9.8	58.2	60.2	68	
Racial/Ethnic Group									
White	144	100	34.8	50	15.2	65.2	69.4	79.5	
Africian American	133	100	55.8	39.5	4.7	44.2	51	50.3	
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3	
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7	
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2	
Disability Status				1			1		
Disabled	40	100	76.9	20.5	2.6	23.1	30.5	35.6	
Migrant Status									
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1	
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6	
Socio-Economic Status									
Subsized meals	185	100	52.8	40.9	6.3	47.2	52	55.1	
			Social St	tudies					
All Students	282	100	35	50	15	65	64.9	72.3	
Gender									
Male	158	100	36.8	44.7	18.4	63.2	64.1	71.5	
Female	124	100	32.8	56.6	10.7	67.2	65.8	73.2	
Racial/Ethnic Group									
White	129	100	29.8	51.6	18.5	70.2	71.5	80.7	
Africian American	149	100	39.7	49.3	11	60.3	60	60	
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5	
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68	
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	
Disability Status									
Disabled	36	100	65.7	25.7	8.6	34.3	33.8	43.5	
Migrant Status									
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7	
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9	
Socio-Economic Status									
Subsized meals	209	100	40.3	48.8	10.9	59.7	59.8	62.1	

Hampton Elementary 06/01/10-2501006										
PASS Performance By	/ Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
				Writing						
All Students	424	99.8	40.7	39.5	19.8	59.3	64.8	70.2	96.3	95.9
Gender										
Male	240	99.6	48.9	36.8	14.3	51.1	56.1	63.2	96	95.7
Female	184	100	30.2	43	26.8	69.8	73.6	77.5	96.6	96
Racial/Ethnic Group										
White	208	99.5	37	40	23	63	67.8	79.1	95.3	94.9
Africian American	210	100	45.1	39.2	15.7	54.9	62.1	57.6	97.2	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	95.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	87.5
Disability Status										
Disabled	57	100	94.6	3.6	1.8	5.4	13.8	26.1	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.3	61.2	97.3	96.8
Socio-Economic Status										
Subsized meals	292	100	47.5	38.6	13.9	52.5	58.3	58.9	96	95.7

PASS Performance By Grade Level	/01/10-2501006
PREST PRES	/01/10-2501006
Book Color	
3	% Met or Exemplary
3	
141 100 48.5 29.4 22.1	l N/A
5 137 99.3 34.3 47 18.7 6 145 100 41 35.3 23.7 7 N/A N/AV N/A N/A N/A N/A 8 N/A N/AV N/A N/A N/A N/A Mathematics 3 N/A N/AV N/A N/A N/A N/A M4 141 100 45.6 39 15.4 5 137 99.3 40.3 46.3 13.4 6 145 100 38.8 39.6 21.6	51.5
7 N/A N/AV N/A N/A N/A N/A N/A 8 N/A N/AV N/A N/A N/A N/A **Mathematics** **Mathematics*	65.7
7 N/A N/AV N/A N/A N/A N/A N/A 8 N/A N/AV N/A N/A N/A N/A **Mathematics** **Mathematics*	59
Mathematics 3 N/A N/AV N/A N/A N/A N/A 4 141 100 45.6 39 15.4 5 137 99.3 40.3 46.3 13.4 6 145 100 38.8 39.6 21.6	N/A
3 N/A N/AV N/A N/A N/A N/A 4 141 100 45.6 39 15.4 5 137 99.3 40.3 46.3 13.4 6 145 100 38.8 39.6 21.6	N/A
60 4 141 100 45.6 39 15.4 5 137 99.3 40.3 46.3 13.4 6 145 100 38.8 39.6 21.6	
5 137 99.3 40.3 46.3 13.4 6 145 100 38.8 39.6 21.6	N/A
	54.4
	59.7
7 N/A N/A N/A N/A N/A	61.2
	N/A
8 N/A N/AV N/A N/A N/A	N/A
Science	
3 N/A N/AV N/A N/A N/A	N/A
9 4 141 100 47.1 42.6 10.3	52.9
4 141 100 47.1 42.6 10.3 5 68 100 43.3 46.3 10.4 6 72 100 39.7 51.5 8.8	56.7
	60.3
7 N/A N/AV N/A N/A N/A	N/A
8 N/A N/AV N/A N/A N/A	N/A
Social Studies	
3 N/A N/AV N/A N/A N/A	N/A
4 141 100 38.2 49.3 12.5	61.8
60 4 141 100 38.2 49.3 12.5 5 68 100 46.3 38.8 14.9 6 73 100 18.3 62 19.7	53.7
	81.7
7 N/A N/AV N/A N/A N/A	N/A
8 N/A N/AV N/A N/A N/A Writing	N/A

3

N/A

142

138

144

N/A

N/A

N/AV

100

99.3

100

N/AV

N/AV

N/A

46.7

38.1

37.4

N/A

N/A

N/A

36.5

41

41

N/A

N/A

N/A

16.8

20.9

21.6

N/A

N/A

N/A

53.3

61.9

62.6

N/A

N/A